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ABSTRACT

This annual report for the University of Hawaii Community Colleges provides data on programs, finances, and student and faculty characteristics for the 1991-92 academic and fiscal years (FYs). The first section reviews activities undertaken to broaden access to the colleges, ensure quality education, strengthen ties with elementary-secondary education, support statewide economic development, enhance the state's role in Asia and the Pacific, and maintain the quality of facilities. The next section offers a month-by-month summary of initiatives undertaken by particular campuses and individuals between July 1991 to June 1992. Next, following an organizational chart and institutional mission, data are provided on enrollment, degrees and certificates awarded, tuition, general fund appropriations, special programs and community services, and student and faculty characteristics. The remainder of the report provides data on outcomes and appropriations for the seven community colleges and one training center and a list of college staff. Highlighted data include the following: (1) in fall 1991, the system enrolled 24,874 credit students, representing 61% of all undergraduate enrollments in the state, while 130,044 students enrolled in non-credit courses; (2) in 1990-91, 1,122 Associate in Science degrees, 828 Associate in Arts degrees, and 285 certificates were awarded; (3) in fiscal year 1991-92, $75,839,686 of general funds were appropriated to the colleges; and (4) in fall 1991, the system employed 1,198 instructional faculty, 686 of whom were employed full-time. (HAA)

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1991 – 92
Annual Report

ED 407 051

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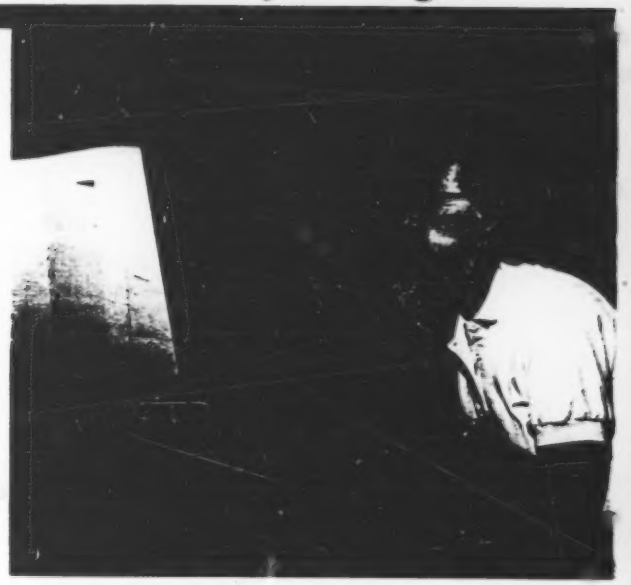
University of Hawai'i
Community Colleges



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On the cover: *Reaching out with innovative and popular programs is just one part of what we do in our Offices of Special Programs & Community Services. In addition to the non-credit instruction we provide, our offices also sponsor or support community activities like Ho'olaule'a, Windward CC's annual springtime festival (top), SeniorNet, a nationwide computer network supported by Honolulu CC (center), and guided walking tours, led by experts in Kapi'olani CC's Interpret Hawai'i program (see page 16 for more information).*
Cover design by Sandra Sanpei, Honolulu Community College.

UNIVERSITY OF HAWAI'I
Community Colleges

1991-92 ANNUAL REPORT

Academic Year 1991-92 (September 1991 through May 1992)
and
Fiscal Year 1991-92 (July 1, 1991 to June 30, 1992)

Office of the Chancellor for Community Colleges
2327 Dole Street, Honolulu, Hawai'i 96822

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University of Hawai'i Regents & Administrators

The Year in Review:

University of Hawai'i Community Colleges
1991-92

The Year in Review: 1991–92

1991–92 at the University of Hawai'i Community Colleges found us hard at work on the major goals in the University's Master Plan, with a special focus on enhancing undergraduate education, strengthening public and community service, improving access to educational opportunities, and expanding the University's international role. Following is a two-part review of our progress, beginning with an institutional overview and ending with a chronology of campus and individual achievements.

Institutional Review: Meeting University Priorities

Broadening Access to Our Colleges

In an effort to bring educational opportunities to the greatest number of Hawai'i residents, the University of Hawai'i Community Colleges took learning beyond the confines of our campuses through a mix of collaborative ventures, outreach centers and broadcast technology.

The Employment Training Center last summer turned the problem of forced relocation into an advantage for its students by successfully integrating its major instructional programs into facilities at sister campuses on O'ahu. The commercial baking and auto body repair programs were merged with their counterparts at Honolulu Community College, while the food service and office administration programs were articulated with the programs at Kapi'olani. Then provisions were made to grant college credits and advanced standing at our Colleges to those students who successfully complete the programs. This is especially noteworthy because high school students represent a significant proportion of the enrollment at the ETC, and these incentives, along with exposure to the college environment, have improved the high schoolers' completion rates and motivated many of them to continue their learning through college.

In a different kind of joint venture, Leeward and Kapi'olani Community Colleges and the Wai'anae Coast Comprehensive Health Center worked together to develop Ola Loa Ka Na'auao, a community-based health academy that offers an integrated training program in community health work. This college-community partnership is on the cutting edge of health-services training in the U.S. because it offers a unique curriculum combining instruction in medical assisting (developed by Kapi'olani CC) with instruction in human services (developed by Leeward CC). The program directors expect that this holistic emphasis, combined with recruitment and training of area residents, will significantly improve the delivery of healthcare services on the Wai'anae Coast.

Nursing Instructor Marge Keim with Nurse Aide students in the Skybridge Studio at Maui CC; this is just one example of the dozens of classes that are shared between campuses, and broadcast into Hawai'i homes, using television as an educational medium.

In another example of outreach, our campuses continued to bring educational opportunities to the placebound, and to those who find it difficult to commute, by increasing the number and variety of courses we offer via cable-TV educational channels. Both credit and non-credit courses are offered throughout the state, on topics from office administration to cultural anthropology to organic gardening to career/life planning. At this point, six out of our eight campuses are using broadcast technology to extend their reach into the community: Honolulu, Kapi'olani and Leeward Community Colleges on O'ahu, and Hawai'i, Kaua'i and Maui Community Colleges on the neighbor islands.

Our Colleges also increased the selection of courses that are shared between campuses via the Hawai'i Interactive Television System (HITS); HITS makes it possible for a professor in a broadcast classroom on one campus to see and speak to students at a receiving classroom on another campus. A class that is taught at only one campus can thus be offered to students at other campuses, spreading instructional expertise and minimizing duplication.

And at correctional facilities statewide, we continued to offer a variety of courses to inmates, and began working with the Department of Pub-

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Dr. K. Patricia Cross was the keynote speaker at our 9th Annual Excellence in Education Conference in March, where she talked about Classroom Research and the potential it has to improve both teaching and learning.

lic Safety to explore the idea of on-campus instruction for inmates with acceptable custody status.

Ensuring Students a Quality Education

In a concerted effort to improve the quality of teaching and learning on our campuses, we arranged a working visit by Dr. K. Patricia Cross, the Elizabeth & Edward Conner Distinguished Professor of Higher Education at the University of California, Berkeley. She spent a month here in February and March, visiting our campuses and talking to faculty about the applications and benefits of Classroom Research (CR), a method she pioneered by which teachers can determine at any given time how effectively they are teaching. Dr. Cross shared a variety of CR assessment techniques teachers can use to evaluate what their students have learned and how well they have learned it; teachers can then modify what they teach and how they teach it to achieve better results. To complement Dr. Cross's visit, we sent faculty members from each of our campuses to Classroom Research Seminars at UC Berkeley.

On the home front, Community College faculty and staff contributed a great deal to the effort to complete a comprehensive articulation agreement for the University of Hawai'i system. Under discussion since 1989, this agreement will make it easier and more efficient for students to transfer between UH campuses. Details of the agreement are contained in an articulation handbook, released in the fall of 1992, that specifies the courses at each UH campus that will be accepted for credit when a student transfers to another UH campus. The handbook will help students plan their programs of study by letting them know in advance what courses can be used to fulfill specific degree requirements at any campus.

By July 1992, more than 900 Community College courses had been accepted for transfer to other Community College campuses and to UH Mānoa, UH-Hilo and UH West O'ahu. Conversely, almost 400 courses from UH Mānoa and UH-Hilo had been accepted for transfer to Community College campuses, smoothing the way for students who want to move from a baccalaureate campus to a two-year campus. The University's list of articulated courses will be updated each semester as existing courses are reviewed and new courses are added.

In addition to working on articulation "in-house," our Community Colleges negotiated and signed yet another articulation agreement with an outside institution. Our agreement with Hawai'i Loa College was completed in December 1991, following on the heels of similar agreements with Hawai'i Pacific University (signed in May 1991) and Chaminade University (signed in October 1990). These agreements, in combination with the UH articulation, will enhance higher education in Hawai'i by affording island residents more flexibility in pursuit of their educational goals.

Last but not least, 1991-92 will be remembered within our Community Colleges as a watershed year for institutional research, a capability we sought to help us fulfill our commitment to accountability, both to students and to the community at large. After months of planning and seeking legislative support, our Institutional Research program was formally instituted in the spring, when we formed a cadre of institutional researchers to serve the entire UHCC system.

With the personnel and systems now on line, we are able to collect and manipulate data such as enrollment figures, program costs and graduation rates, and make it available in the appropriate form to staff. This enhances our self-assessment capability and helps administrators and faculty make more well-informed decisions in a more timely manner. There are three components in our Institutional Research program:

- the Executive Decision Support System, which supports program reviews and the biennial budget process, and has proven to be a valuable tool for program assessment;
- the Student Tracking System, which provides detailed reports on

Representatives of the writing faculties at six of our colleges formed a consortium in the fall of 1991 to look into the effectiveness of our developmental writing courses; their research will enable us to refine the content and delivery of those courses.

the status, performance and progress of our students, allowing us to adjust programs so as to serve them better; and

❑ the Program Health Evaluation System, which helps generate academic program reviews that are comparable from campus to campus, and provide information about program histories and goals, admission and degree requirements, enrollments and courses offered, and faculty and advisory committees.

In addition to this centrally directed research, faculty and staff undertook a number of independent assessment projects. One of those investigated the relationship between students' performance in English 22, a developmental writing course, and subsequent performance in English 100, the basic college English course. The results of this systemwide study will help us to better articulate our English courses with those offered at Hawai'i high schools; it will also help us to improve our placement process and refine the content of both English 22 and English 100 courses.

Strengthening Our Ties with K – 12 Schools

To follow up on the principal recommendations of the Board of Regents/Board of Education Agreement, our Community Colleges began working last spring to develop and implement Tech-Prep education in Hawai'i. Tech-Prep was conceived by Dr. Dale Parnell, former president of the American Association of Community Colleges, as a way to better meet the educational needs of "the neglected majority:" those students in U.S. high schools who do not pursue four-year college degrees after graduating. Students in this group constitute up to 75% of the enrollment at most U.S. high schools, and Tech-Prep caters to them in terms of their academic needs, learning styles and occupational interests.

Our first step was to establish a Hawai'i Tech-Prep Consortium with the State Department of Education, the Hawai'i Vocational Association and the Office of the State Director for Vocational Education. The Consortium's first project was a summer conference that brought in Dr. Parnell and other experts to discuss the benefits of Tech-Prep; more than 200 representatives of high schools, community colleges and cooperating agencies attended the conference from across the state.

The significance of Tech-Prep is that it provides a respectable, goal-oriented alternative to "college prep," the only educational track that has ever really been promoted in high school. The goal of Tech-Prep is to produce students with a broad-based competence in growing career fields such as healthcare, computer science, food service, banking, law enforcement and engineering technology. This is achieved by coordinating curriculum between high schools and community colleges, so that students who choose Tech-Prep become part of a "2+2" program that rounds out their final two years of high school with two years of finish work at a community college. The Tech-prep curriculum in Hawai'i will combine a rigorous core of math, science and communications with the specifics of technical education in a field of the student's choosing.

In other developments, the Employment Training Center and the Department of Education's Windward O'ahu District began operating Project OWL, an after-school program for at-risk students. Project OWL offers instruction in agricultural science at Castle High School and in auto body repair at King Intermediate, and is designed so that students who complete the program can continue agricultural studies at Windward Community College and auto body repair at Honolulu Community College.

Also, Leeward Community College kept up its tradition of inviting students from area high schools to attend its springtime Career and College Fair, where they learn not only about career opportunities, but also about the College and what it offers.

Supporting Statewide Economic Development

In Kailua/Kona on the Big Island, Hawai'i Community College expanded its course offerings in visitor industry vocational education to help meet the demand for trained employees at Gold Coast hotels and restaurants. Similarly, Maui Community College continued its collaboration of 15 years with the resort community at Wailea, offering customized training in management and languages, and contributing to work-study initiatives like the Turf-

Deputy Superintendent Herman Aizawa, of the Department of Education, Chancellor Joyce Tsunoda, and Alan Kohan, Director of the State Office for Vocational Education, at the signing of the Tech-Prep agreement in May.

Faculty and students from Kaua'i CC's Electronics Technology Program volunteered hours of their time to help Kaua'i intermediate and high school students design and build mini solar cars for a statewide Science and Engineering Fair sponsored by the DOE.

Leeward Community College hosted more than 300 students from Leeward O'ahu high schools (including a few from Pearl City High, shown here) at its Career and College Fair in the fall of 1991.

grass Specialist Program and the Chefs and Cooks Apprenticeship Program.

Maui CC also helped usher in a new era on the island of Lāna'i by retraining hundreds of plantation workers who were laid off at the shutdown of Dole's pineapple plantations. Almost overnight, luxury resorts became the principal employers on Lāna'i, so Maui's Visitor Industry Training & Education Center got together with its Lāna'i Education Center to create and conduct an intensive, three-week retraining program. They were supported by the Department of Labor & Industrial Relations, the State Employment Service, the U.S. Department of Education, the ILWU, Dole Company, RockResorts and Lāna'i Company, and five weeks after their first meeting they were taking in field hands, mechanics and irrigation workers, and preparing them to be waitresses, front desk clerks and housekeepers.

To avoid disruption in the state's transportation industry, Leeward Community College took the lead in developing a special program for commercial truck drivers that provided them with the training necessary to meet new federal licensing requirements; Hawai'i, Kaua'i and Maui Community Colleges then replicated the program for neighbor island drivers. The whole project was conducted in cooperation with representatives from the trucking industry, the state Department of Transportation and county licensing agencies.

And our O'ahu campuses worked closely with the Department of Human Services to develop the education, basic skills and career-exploration components of the department's federally mandated JOBS program, which helps guide welfare recipients back into the workforce. Also, all of our Colleges continued to work with the counties and the Department of Labor & Industrial Relations to expand upon JTPA programs for underemployed and unemployed workers.

Enhancing Hawai'i's Asia-Pacific Role

To support the University's goal of preeminence in Asia and the Pacific, our Colleges continued to expand and diversify their involvement in international education.

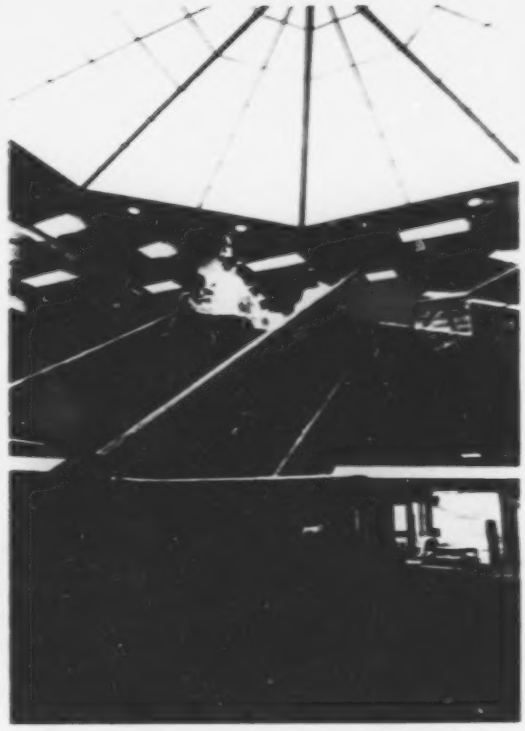
In May, Kapi'olani Community College hosted a major national conference on the status of international education in Asia, the Pacific and the Americas. Kapi'olani had been chosen by the American Association of Community Colleges (AACC) as a Beacon College in international education, and organized the conference with funding from the Kellogg Foundation. Through panel discussions, colloquia and individual exchanges, representatives from colleges across the nation learned how to add an international perspective to their curricula and campuses, and how to build networks to support this objective.

Our Colleges also helped organize and host the second annual summer institute of the Asian Studies Development Program. Cosponsored by the East-West Center, the University of Hawai'i, AACC and the American Association of State Colleges & Universities, this program also attracts faculty and administrators from across the nation, and shows them how to integrate information about Asian cultures and issues into their courses and programs.

We continued to play a leading role on the Pacific Postsecondary Education Council, helping colleges and training centers in Guam, American Samoa, Micronesia, and other Pacific Islands to improve educational programs and services for their citizens. The main project now under way is the creation of a database of courses for member institutions, which will facilitate articulation between them.

Honolulu Community College finalized a cooperative academic agree-

Faculty from across the nation got acquainted during the welcoming reception for the three-week Asian Studies Development Program, a summer institute sponsored in part by our Community Colleges.



Kapi'olani CC's new Lama Library, dedicated in February, was one of the last major capital improvement projects to be completed in the multi-phased construction of the Diamond Head campus.

ment in March with Seattle International College in Tokyo. By linking the schools' associate in art degree programs, the agreement makes way for students in Japan to study here, and faculty from Hawai'i to teach in Tokyo. It also leaves each of our Colleges with at least one formal relationship with an Asian counterpart.

With so much international activity taking place throughout our Colleges, we formed a systemwide International Education Coordinating Committee, and more than 100 faculty and staff volunteered to serve. The committee provides a forum through which people from all eight campuses can share resources, plan cooperative initiatives, and exchange information on the latest in international education.

Capital Improvement, Audits, Compliance Reviews etc.

To insure the most effective possible delivery of instruction and student support services, we proceeded with modernization and expansion of many of our facilities. Between July 1991 and July 1992, we completed $20 million of new construction, started another $18 million of projects, and spent $3.5 million on repairs to existing facilities. Included were:

- the completion of major building projects at Kapi'olani Community College, essentially finishing Phase 3 development of this campus;
- initiation of a campus development plan for Maui Community College, to include new agriculture and community services facilities and a business education building, and
- continued progress on the campus development plan for Windward Community College, including a new science building, new community services facilities, and site improvements for future buildings.

Other projects included a $500,000 overhaul of the facilities cooling system at Leeward Community College, relocation of the Employment Training Center, acquisition of portable buildings for Hawai'i Community College, and continued construction on a 500-seat theater at Kaua'i Community College*.

Personnel at our Colleges also devoted a great deal of time during the fiscal year to audits and program reviews. All of our campuses underwent audits of their financial aid, instructional support and community services programs and special funds, and each was found to be operating according to the appropriate standards. We also put into place new procedures systemwide that will insure compliance with new federal laws and reporting requirements for substance abuse, campus crime and students' right to know. And Kapi'olani and Hawai'i Community Colleges successfully underwent on-site reviews of their AA/EEO programs by the office of federal contracts compliance programs.

* Kaua'i's theater was scheduled for completion in December, but suffered substantial damage to its roof and siding during Hurricane Iniki. Every structure on the Kaua'i campus was damaged to some degree by Iniki, and the following structures were demolished: the Hawaiian Studies Center, the Childcare Center, the apprenticeship tool building, a portable trailer used for faculty offices, two greenhouses used by the Horticulture Program, and the Chinese Gazebo built with funding from the community. Repairs and reconstruction have been estimated to cost $22 million.

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Campus & Individual Initiatives
(July '91 through June '92)

JULY

The Community Colleges co-sponsor Hawai'i's fourth annual Great Teacher's Seminar on the Big Island, attracting teachers from as far away as Arkansas and Saipan; the seminar, coordinated by Larry Fujinaka and Dennis Kaibara of Leeward Community College, gives teachers a chance to rejuvenate themselves by sharing ideas about problems and progress in their profession.

JULY-AUGUST

Windward Community College Faculty Jean Hanna, Paul Nash, Michael Garcia, Snowden Hodges and Mark Hamasaki travel to Kagawa Junior College in Shikoku Prefecture, Japan; Kagawa is Windward's sister college, and this visit is part of a two-way cultural exchange that for three years has enabled faculty at both colleges to better understand not only each others' teaching philosophies, but also each others' cultures.

SEPTEMBER

Honolulu Community College Head Librarian Ron Chapman leaves for Bucharest, Romania, where he will spend a year at the Bucharest and Central University Libraries helping his Romanian counterparts rebuild and modernize their facilities; Chapman's trip is financed by a Fulbright Grant he was awarded in March, and it puts him in the vanguard of professionals going to the aid of recently self-liberated East European nations.

SEPTEMBER

The Community Colleges host a week-long visit by Soviet academician Alexandre Vladislavlev, a member of the Supreme Soviet and Secretary General of the Union of Scientific and Engineering Societies; a longtime supporter of Mikhail Gorbachev, Vladislavlev survived the August coup attempt and emerged in the Yeltsin camp, enabling him to come to Hawai'i to talk about the monumental changes transforming his nation.

Chancellor Joyce Tsunoda turns on the engine simulator donated by Toyota Motor Corporation as part of its generous support package for the Toyota Technical Education Program at Honolulu CC.

SEPTEMBER

Honolulu Community College starts its Toyota Technical Education Program, a cooperative training venture financed by the Toyota Motor Corporation and supported by local dealers; one of only 64 TTEPs worldwide, Honolulu's program provides scholarships, paid internships, and state-of-the-art equipment and materials to train technicians in the latest advances in automotive maintenance and repair.

SEPTEMBER

Marilyn Ito-Won, a Counselor at Honolulu Community College, releases her "Directory of Minority Resource People," which lists more than 150 Hawai'i residents of Filipino, Hawaiian, Samoan and Southeast Asian ancestry; everyone in the directory is a successful professional who has volunteered to help students by taking part in career shadowing, class presentations and interviews for research assignments.

OCTOBER

Elaine White and Diane Meyer are chosen to take part in The Leaders Program, a year-long training initiative conducted annually by the National Institute for Leadership Development (White is a Counselor at Leeward CC and Meyer is an Accounting Professor at Maui CC); the program is designed to hone the career skills of women interested in community college administration.

As part of a continuing sister-college exchange, Windward faculty traveled to Shikoku Prefecture, Japan, and spent almost two weeks with students and colleagues at Kagawa Junior College.

October

The Hawai'i State Foundation on Culture and the Arts purchases a series of photographs taken by Harrison Brooks, Photography Instructor at Honolulu Community College; the series chronicles three years worth of interesting people and boisterous activity at Chinese New Years celebrations in Chinatown.

October

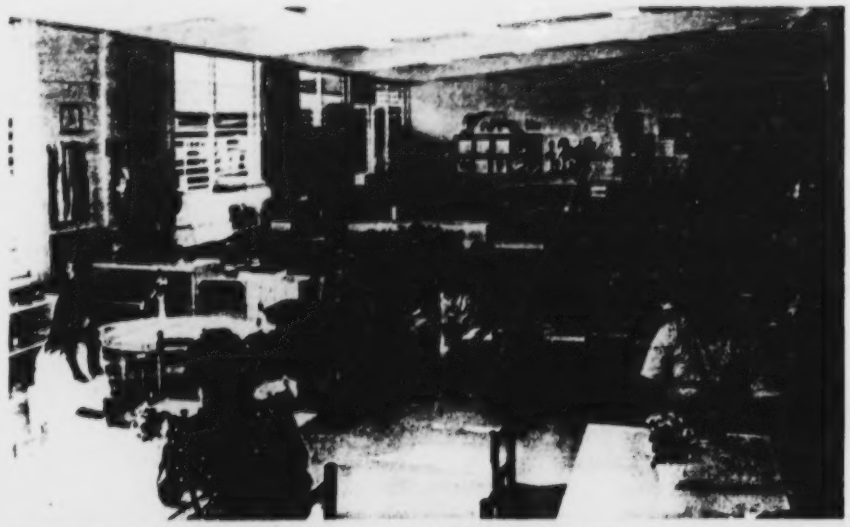
Kaua'i Community College blesses and opens its brand new Hawaiian Studies Center, a four-room building completed in only two semesters thanks to help from faculty and students in the construction trades, assorted other faculty and staff, and members of the Hawaiian Club and Kaua'i trade unions; the center provides a home for the college's Hawaiian Studies faculty, but will be demolished 11 months later by Hurricane Iniki.

November

David Krupp, Biology Professor and Director of the Marine Options Program at Windward Community College, is awarded a $79,000 National Science Foundation grant to conduct a three-week teachers workshop on the biology and ecology of coral reefs; his partners are Paul Jokiel (HIMB) and Robert Richmond (University of Guam) and the workshop signs up 21 teachers from as far away as the Virgin Islands.

November

Maui Community College begins collaborating with the County of Maui and it's Economic Opportunity Council on a laboratory preschool for the MCC campus; the county commits $100,000 toward construction of the school, which will be staffed and equipped as a Headstart program, and serve as a training site for students studying early childhood education. This will be the Community Colleges' fourth on-campus childcare center since Honolulu opened its facility in 1981 (the others are at Kapi'olani and Kaua'i CCs).



A bright and airy classroom in Honolulu CC's Keiki Hauoli Child Development Lab, one of three UHCC childcare centers; new centers (which also serve as training sites for students in early childhood education) are also planned for Leeward and Maui CCs.

December

The Emergency Medical Services training program at Kapi'olani Community College receives a $2.3 million grant from the state Department of Health to continue providing statewide training; the EMS program was started with federal funds in the 1970s and has continued since then with year-to-year funding from the state.

College faculty came from as far as the Virgin Islands to learn about the biology and ecology of coral reefs in a three-week workshop organized in part by Windward Biology Professor Dave Krupp; the workshop was funded by a $79,000 National Science Foundation grant.

December

Pomare Ltd., the parent company of Hilo Hatties, starts selling a stylish three-piece aloha outfit designed by Tina Varble, a fashion design student at Honolulu Community College; Varble's outfit had caught the eye of two of Hilo Hatties' clothing buyers at HCC's annual springtime fashion show, where it won the aloha-wear category.

January

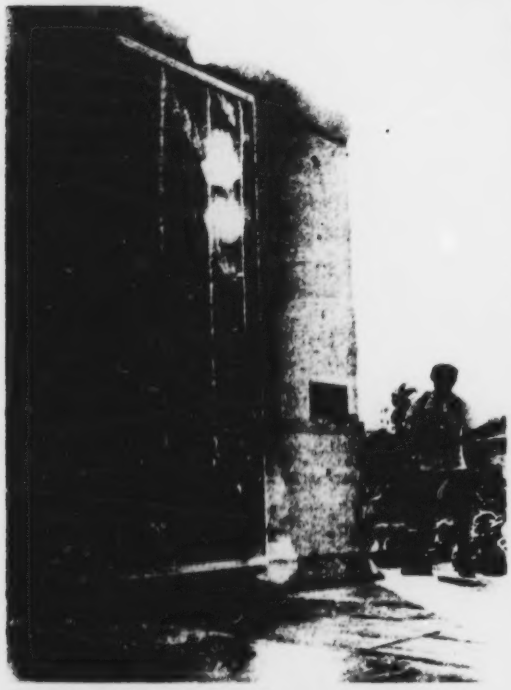
The Employment Training Center and the Department of Education's Windward O'ahu District begin operating Project OWL, an after-school program for at-risk students that offers instruction in agricultural science at Castle High School and in auto body repair at King Intermediate.

January

Sinnika Hayasaka is appointed by Keith Geiger, President of the National Education Association, to the NEA's Standing Committee on Higher Education; the 12-member committee is responsible for overseeing the NEA's higher education program and recommending policy to the NEA's Representative Assembly.

February

Leeward and Kapi'olani Community Colleges and the Wai'anae Coast Comprehensive Health Center sign an agreement that inaugurates Ola Loa Ka Na'auao, a community-based



The Berlin Wall Freedom Monument at Honolulu Community College, one of only three such memorials in the U.S., was unveiled and dedicated in February before a crowd of 300.

health academy that will offer an integrated training program in community health work; Leeward will help develop the human services part of the academy's curriculum, while Kapi'olani will cover medical assisting.

February

Honolulu Community College proudly unveils and dedicates its Berlin Wall Freedom Monument, a three-ton section of the infamous wall that was brought to Hawai'i and erected with the help of the German Consulate and numerous local businesses; Honolulu faculty members Rick Ziegler and Norm Hallett and student Warren Okuma were principals in the effort to build the memorial, which has only two equivalents in the U.S.

February

The Community Colleges welcome Dr. K. Patricia Cross, the Elizabeth & Edward Conner Professor of Higher Education at the University of California, Berkeley, for a month-long working visit; Cross will talk to faculty at each of our campuses, and deliver the keynote address at our March Excellence in Education Conference.

February

Chancellor Joyce Tsunoda is invited to serve a three-year term on the Commission on International Education of the American Council on Education; ACE is a national association of colleges and universities, and its Commission on International Education helps conduct international initiatives and set policy on international education.

March

Kaua'i Community College is one of only two community colleges from across the nation chosen to compete in Sunrayce '93, the U.S. Department of Energy's intercollegiate solar car race; competitors (including Stanford, UC Berkeley and the Universities of Maryland, Michigan and Texas) will come from around the country to compete in the week-long Texas-to-Minnesota event.

March

The Chancellor's Office and volunteers from each of our campuses host the Community Colleges' 9th Annual Excellence in Education Conference at Kapi'olani CC; the theme is "Developing Professional Partnerships," and more than 1000 faculty and staff come from throughout the system to share professional experience, learn about the latest in teaching technology, and listen to speakers K. Patricia Cross, Gerald Czarnecki (CEO of Honfed Bank) and Maureen Tito (Educational Services Officer in the Corrections Division of the State Dept. of Public Safety).

March

Hawai'i Community College marks the end of its year-long 50th Anniversary Celebration with a giant lū'au, while Windward and Leeward Community Colleges, respectively, start planning their 20th and 25th Anniversaries.

March

The American Scholastic Press Association awards first place in its nationwide competition to Journalism Professor Libby Young and her students, who produce Windward Community College's student newspaper Ka Ohana; this is the third consecutive year that Young and her enterprising student journalists have won the award.

April

The Employment Training Center's Motorcycle Safety Education program is granted national accreditation by the Motorcycle Safety Foundation, entering it into the ranks of only 10 such accredited programs nationwide.

Windward CC Journalism Professor Libby Young (R) and her protégés from the national-award-winning 1991 staff of Ka Ohana, Windward's student newspaper.

April

U.S. Senator Daniel K. Inouye moderates a Distance Learning Workshop at Maui Community College that focuses on how televised instructional programs can supplement education; participants, including Hawaii Public Television, GTE, AT&T, and the Department of Education, also discuss how to expand and improve existing programs.

April

Maui Community College Astronomy Instructor John Pye is chosen by the Harvard-Smithsonian Center for Astrophysics to attend a summer program on research techniques for faculty at small observatories; the program is held at Harvard University.

May

Over the course of the year, Maui Community College graduates another 34 Registered Nurses, 49 Licensed Practical Nurses and 67 Nurse Aides, making it the principal contributor to the nursing workforce on Maui.

Nursing students practice their diagnostic skills on a training mannequin in the Maui Community College nursing lab; the college has become the principal contributor to the nursing workforce on Maui.

May

The Employment Training Center is inspected by the Western Association of Schools and Colleges and accredited for another six year term; commendations and advice offered by the visiting committee help ETC staff to appreciate their achievements while encouraging them to go ahead with new plans.

May

Kapi'olani Community College hosts a Beacon College conference on international education, organized by KCC professors Robert Franco and Robin Fujikawa; the conference shows faculty from colleges across the nation how to add an international perspective to their curricula and campuses, and how to build networks to support this objective.

May

The Employment Training Center sponsors its first annual Women in Trades Fair to showcase non-traditional jobs for women and how to get them; employer representatives share information on occupations ranging from auto and aviation maintenance to law enforcement to construction to the armed services.

June

With help from specialists in the Chancellor's Office, Hawai'i Community College adds to its capabilities as the newest Community College campus by going on-line with a computerized registration system; similar systems, in operation for years at other campuses, allow storage and retrieval of student information such as grades, courses taken and fees paid.

June

The Community Colleges' Native Hawaiian Vocational Education Project is chosen to receive a national award in the 1992 Retention Excellence Program sponsored by the Noel/Levitz National Center for Student Retention; the award recognizes NHVEP's role in increasing systemwide enrollment of Native Hawaiians by 25%, and their rate of graduation by 31%, between 1998 and 1991.

June

Kaua'i Community College forms a cooperative venture with diversified electronics firm CPK, which agrees to sponsor a student mentoring program, conduct workshops to stimulate interest, and provide scholarships and summer job opportunities for students studying electronics technology.

June

Kapi'olani Community College accepts donations of $15,000 each from the Queens and Kuakini Medical Centers to help develop Hawai'i's first training program in Diagnostic Medical Sonography (ultrasound); combined with $10,000 and $25,000 donations that will come in July from Kapi'olani Medical Center and Kaiser Permanente, the donations help fund a program that will alleviate the need for hospitals to conduct costly on-the-job training, as well as recruit sonographers from the mainland.

June

A Honolulu Community College delegation converges on Washington D.C. for SeniorFest '92, the annual conference of SeniorNet International; the delegation consists of students from HCC's Emeritus College, who showcase Hawai'i's Aloha Spirit with a multimedia display they created with help from HCC staff (the display is so impressive that the Hawai'i contingent is chosen on the spot to host SeniorFest '93 in Honolulu).

June

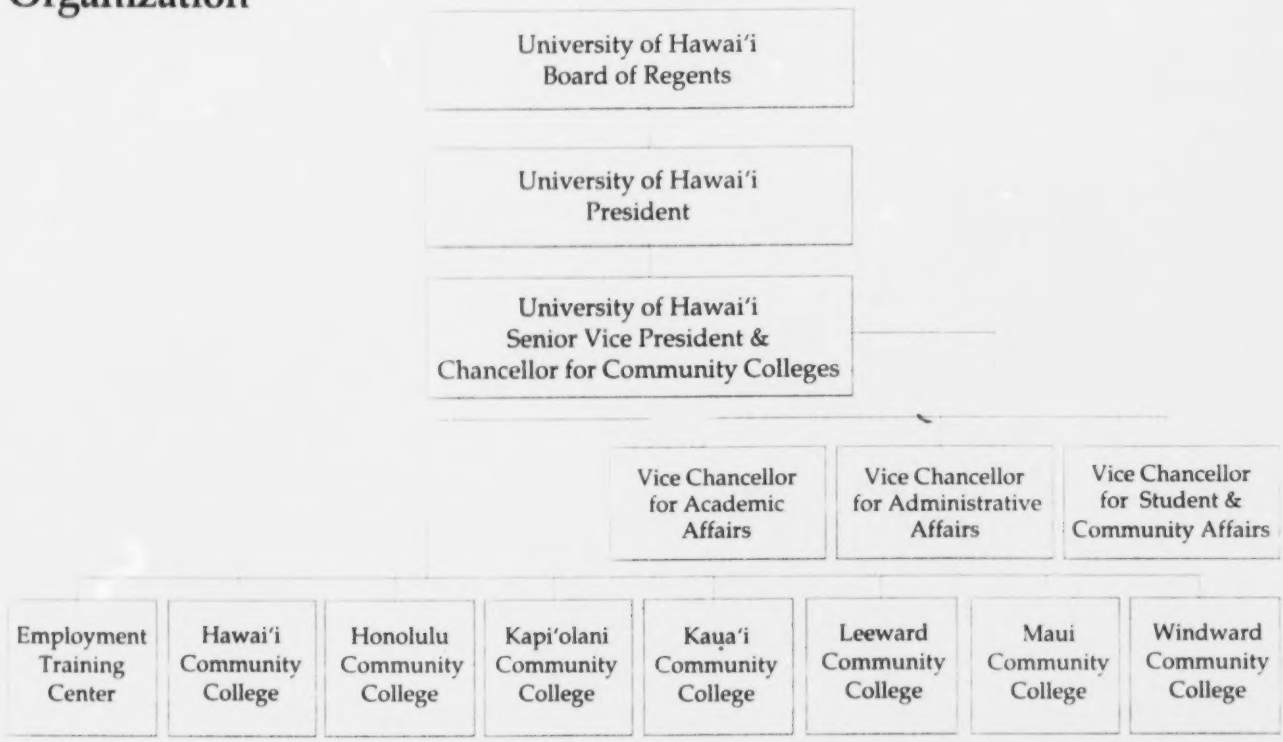
The U.S. Environmental Protection Agency awards a $5,000 educational grant to Oceanography Professor Anthony Russo, of Leeward Community College, to develop a workshop in which he will train 8 to 12 O'ahu high school teachers how to analyze marine water samples for pollution; the teachers will take their knowledge back to their classrooms to share with their students.

University of Hawai'i Community Colleges

Organization
Mission
Overview

University of Hawai'i Community Colleges

Organization


University of Hawai'i Board of Regents
University of Hawai'i President
University of Hawai'i Senior Vice President & Chancellor for Community Colleges
Vice Chancellor for Academic Affairs
Vice Chancellor for Administrative Affairs
Vice Chancellor for Student & Community Affairs
Employment Training Center
Hawai'i Community College
Honolulu Community College
Kapi'olani Community College
Kaua'i Community College
Leeward Community College
Maui Community College
Windward Community College

Mission

The Community Colleges of the University of Hawai'i are committed to helping fulfill the mission of the whole University:

"To provide all qualified people in Hawai'i with equal opportunity for a quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawai'i is committed to the development of the state's greatest asset, its people."

Within this context, the Community Colleges have as their special objectives:

- To broaden access to higher education in Hawai'i by providing the opportunity for any high school graduate or adult aged 18 or older to enter a quality educational program within his or her community.
- To specialize in the effective teaching of diverse liberal arts and sciences so that Community College graduates are prepared to enter the workplace or advance with confidence toward baccalaureate degrees.
- To provide vocational and technical training that prepares students for immediate employment and supplies the paraprofessionals, technicians and craftspeople needed by Hawai'i business and industry.
- To offer continuing education in the form of general and customized employment training, and non-credit instruction that emphasizes personal enrichment, occupational advancement and career mobility.
- To contribute to the cultural and intellectual life of communities throughout Hawai'i by sharing leadership, knowledge, problem-solving skills and informational services; by offering forums for the discussion of ideas; and by providing venues in which community members can both exercise creativity and appreciate the creative works of others.

These objectives of the Community Colleges are consistent with the goals established by the State Postsecondary Education Commission and the State Board for Vocational Education.

Overview

The University of Hawai'i Community Colleges are a vital part of public higher education in the state of Hawai'i. They offer two-year Associate in Arts and Associate in Science degrees, as well as Certificates of Achievement and Certificates of Completion in numerous vocational and technical fields. They also offer a wide array of short-term, non-credit instruction and employment training.

The Community College system consists of the Employment Training Center in Honolulu, and seven colleges on three islands — Honolulu, Kapi'olani, Leeward and Windward Community Colleges on O'ahu; Hawai'i Community College on the Big Island; Kaua'i Community College on Kaua'i, and Maui Community College on Maui. The system's area of service has been extended into rural and isolated locales by education centers or branch campuses established on the islands of Moloka'i and Lana'i, on the Wai'anae coast of O'ahu, in Lahaina and Hana on Maui, and in Kailua/Kona on the Big Island. Its reach was further expanded this year by the use of cable television channels to broadcast classes directly into people's homes.

Because of the system's accessibility, community orientation, varied educational offerings and "open-door" admissions policy, it attracts and serves a substantial cross-section of the population in Hawai'i.

In the 1991-92 academic year, almost 25,000 Hawai'i residents enrolled in credit programs throughout the system, and more than 130,000 took advantage of non-credit programming coordinated by the Offices of Special Programs and Community Services.

Of the students enrolled in credit programs, women made up 57% of the total and men 43%; 40% of these students were enrolled full time, while 60% attended part time. Slightly more than half of the students were studying liberal arts and sciences, about one third were enrolled in vocational/technical programs, and the remainder was unclassified. The ethnic diversity of the student body reflected that of the state, with Caucasians and Japanese each representing about 20%, Filipinos 18%, and Hawaiians/part Hawaiians 13% of the student population.

...from the Employment Training Center celebrate victory at the American Lung Association's "Office Olympics" fundraiser held in June.

...from Windward CC gather for a picture at Hawai'i State Hospital, where they've volunteered for years to teach art to patients.

Students and Staff...

...at Maui CC go over the finer points of blueprint reading in a drafting class.

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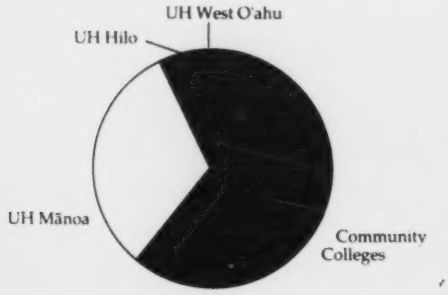
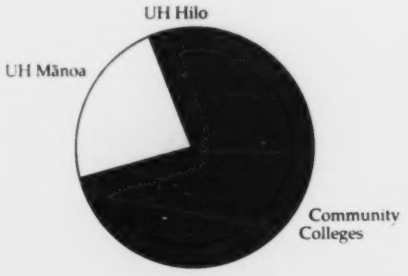
Enrollment

Statistics on this page, unless otherwise noted, are from the fall semester of 1991.



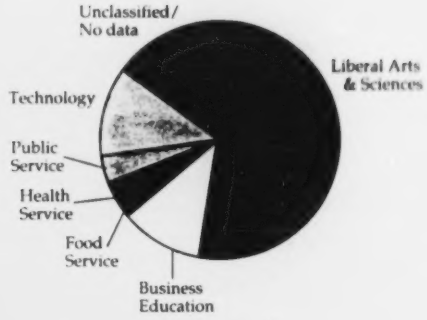
Undergraduate Enrollment by UH Unit

	#	%
Community Colleges	24,874	61
UH Mānoa	12,974	32
UH Hilo	2,361	6
UH West O'ahu	611	1
TOTAL	40,820	100



Lower Division Enrollment in Arts & Sciences General and Pre-professional programs

	#	%
Community Colleges	13,151	71
UH Mānoa	4,120	23
UH Hilo	1,012	6
UH West O'ahu	—	—
TOTAL	18,283	100



Enrollment by Program Area in the Community Colleges

	#	%
Liberal Arts & Sciences	13,151	53
Business Education	2,769	11
Food Service	458	2
Health Services	841	3
Public Services	1,027	4
Technology	2,920	12
Unclassified/No data	3,708	15
TOTAL	23,727	100

Degrees and Certificates Awarded

Associate in Arts

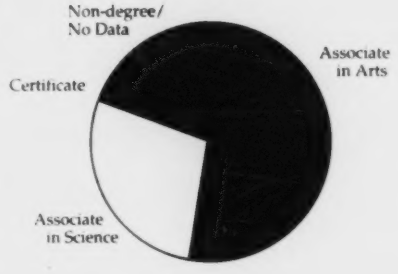
An Associate in Arts is a liberal arts degree granted to students who successfully complete a two-year program of courses designed to transfer into a baccalaureate program.

Associate in Science

An Associate in Science degree is granted to students who successfully complete a two-year program of vocational-technical courses and related general education courses. The Associate in Science program prepares students to transfer into baccalaureate programs in applied fields, and certifies that they have completed entry-level skills-training in their chosen occupational fields.

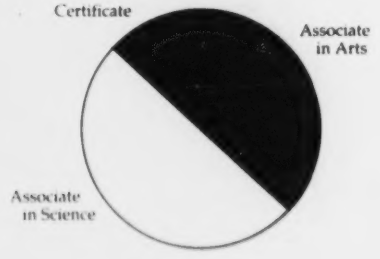
Certificates

Certificates of Completion and Achievement are awarded to students who complete vocational-technical programs that lead to entry-level employment or job enhancement.



Enrollment by Degree Objective

	#	%
Associate in Arts	13,151	53
Associate in Science	7,009	28
Certificate	1,006	4
Non-degree/No data	3,708	15
TOTAL	24,874	100



Community College Degrees Awarded (1990-91 academic year)

	#	%
Associate in Arts	828	37
Associate in Science	1,122	50
Certificates	285	13
No Data	—	—
TOTAL	2,235	100

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Tuition

Tuition
(in dollars)

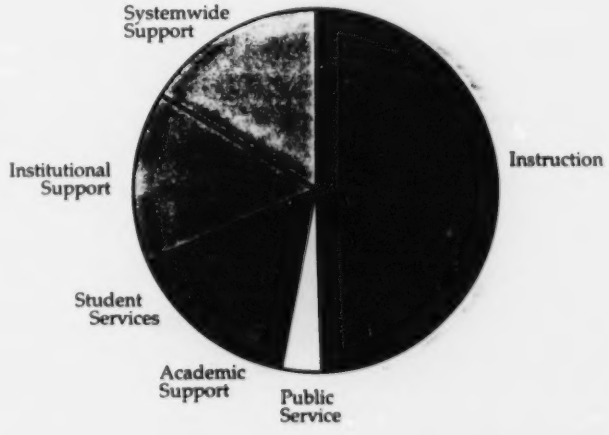
		1991-92	1992-93	1993-94	1994-95
Full-time*	Resident	210	220	230	240
(per semester)	Non-resident	1290	1340	1400	1460
Part-time	Resident	18	19	20	20
(per credit hour)	Non-resident	108	112	118	122

** A student enrolled for 12 or more credit hours per semester is a full-time student.*

Summer Session (per credit hour)		1992	1993	1994	1995
Transfer-Level credit courses numbered 100 and above	Resident	55	65	70	75
	Non-resident	110	120	125	130
All other courses	Resident	50	65	70	75
	Non-resident	110	120	125	130

University of Hawai'i Community College System General Fund Appropriation
FY 1991-92

	$	%
Instruction	37,650,193	49
Public Service	2,702,521	4
Academic Support	6,586,888	9
Student Services	5,175,205	7
Institutional Support	11,592,082	15
Systemwide Support*	12,131,797	16
TOTAL	$75,839,686	100



* Funding for the Chancellor's Office and Employment Training Center is included in Systemwide Support.

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Programs of Study

Programs	Majors	Employment Training Center	Hawai'i CC	Honolulu CC	Kapi'olani CC	Kaua'i CC	Leeward CC	Maui CC	Windward CC
General Education & Pre-professional	Liberal Arts		•	•	•	•	•	•	•
	Industrial Education			•					
Business Education	Accounting		•		•	•	•	•	•
	Business Careers							•	
	Finance								•
	General Office Training		•					•	
	Hotel Operations		•		•	•		•	
	Information & Computer Science		•		•		•		•
	Management & Related		•			•	•		
	Office Administration & Technology	•	•		•	•	•	•	•
	Sales & Marketing		•		•	•	•		
	Stenography & Secretarial Science			•	•				•
	Visitor Industry					•			
Health Service	Dental Assisting				•				
	Emergency Medical Services				•				
	Home Health Aide				•				
	Medical Assisting				•				
	Medical Lab Technology				•				
	Mobile Intensive Care Technician				•				
	Nurse Aide		•		•	•		•	
	Nursing		•		•	•		•	
	Occupational Therapy Assistant				•				
	Personal Care Attendant				•				
	Phlebotomy				•				
	Physical Therapy Assistant				•				
	Radiologic Technology				•				
	Respiratory Care				•				
Public Service	Administration of Justice		•	•				•	
	Early Childhood Education		•	•		•			
	Fire Science		•	•				•	
	Human Services		•	•				•	
	Legal Assistant				•				
	Occupational Safety & Health			•					
	Recreational Instructor						•		•
Food Service	Commercial Baking	•		•					
	Food Service	•	•	•	•	•	•	•	
Trades & Technology	Advanced Automotive Technology			•					
	Agriculture		•					•	•
	Applied Trades			•					
	Auto Body Repair & Painting	•	•	•		•		•	
	Automotive Technology		•	•		•	•	•	•
	Aviation Maintenance Technology			•					
	Building Maintenance Technology	•						•	
	Carpentry	•	•	•		•		•	
	Commercial Art & Photography			•					
	Commercial Music						•		
	Cosmetology			•					
	Drafting Technology		•	•			•	•	
	Electrical Installation & Maintenance	•	•	•		•			
	Electronics Technology		•	•		•			
	Engineering Technology			•					
	Facilities Engineering Technology					•			
	Fashion Technology		•	•				•	
	Graphic Arts						•		
	Heavy Equipment Maintenance/Repair			•					
	Machine Shop Technology		•	•					
	Refrigeration & Air Conditioning			•					
	Sheet Metal & Plastics Technology			•					
	Ship Repair			•					
	Television Production						•		
	Welding Technology		•	•		•		•	

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Liberal Arts & Sciences

Subject Areas

	Employment Training Center	Hawai'i CC	Honolulu CC	Kapi'olani CC	Kaua'i CC	Leeward CC	Maui CC	Windward CC
American Studies			•	•	•	•	•	
Anthropology			•	•	•	•	•	•
Aquaculture								•
Art		•	•	•	•	•	•	•
Asian Studies		•	•	•	•			
Astronomy			•		•	•	•	•
Biochemistry				•		•	•	
Biology		•	•	•	•	•	•	•
Botany		•	•	•	•	•	•	•
Chemistry		•	•	•	•	•	•	•
Chinese			•	•				
Communications			•	•	•	•	•	•
Dance		•		•	•	•	•	
Drama			•	•	•	•	•	•
East Asian Languages and Literature			•	•		•		
Economics		•	•	•	•	•	•	•
Education		•	•	•	•	•	•	
English	•	•	•	•	•	•	•	•
English As A Second Language	•	•	•	•		•		•
English Language Institute Program	•		•		•	•		
Family Resources		•	•	•	•			
Food and Nutritional Sciences			•		•	•	•	
French			•	•	•	•	•	•
Geography			•	•	•	•	•	•
Geology and Geophysics			•	•	•	•		•
German						•		
Hawaiian			•	•	•	•	•	•
Hawaiian Studies		•	•		•	•	•	•
Health		•	•	•		•	•	•
Health, Physical Education & Recreation			•	•	•	•	•	•
History		•	•	•	•	•	•	•
Home Economics			•					
Human Development		•	•		•		•	
Humanities			•	•		•	•	•
Interdisciplinary Studies		•	•	•	•	•	•	•
Japanese			•	•	•	•	•	•
Journalism			•	•	•	•	•	•
Korean				•				
Learning Skills	•		•	•	•	•	•	•
Linguistics			•	•	•	•	•	
Mathematics	•	•	•	•	•	•	•	•
Meteorology			•					
Microbiology			•	•	•	•	•	•
Music			•	•	•	•	•	•
Oceanography		•	•	•	•	•	•	•
Pharmacology		•		•	•	•	•	
Philosophy			•	•	•	•	•	•
Physics		•	•	•	•	•	•	•
Political Science		•	•	•	•	•	•	•
Pre-engineering (civil/electrical/mech.)			•			•		
Psychology		•	•	•	•	•	•	•
Quantitative Methods			•	•		•	•	
Religion			•	•	•	•	•	•
Russian				•				
Samoan				•				
Science		•	•	•	•	•	•	•
Social Sciences		•	•	•	•	•	•	•
Sociology		•	•	•	•	•	•	•
Spanish			•	•		•	•	•
Speech		•	•	•	•	•	•	•
Student Development	•		•					
Tagalog			•	•		•		
Women's Studies			•	•		•		
Zoology			•	•	•	•	•	•

Special Programs & Community Services

The Community College Offices of Special Programs & Community Services (OCS) deliver non-credit instruction that can be classified into four broad categories:

- ❑ general and customized training for business and industry;
- ❑ general interest and personal enrichment classes for average citizens and specific groups;
- ❑ academic instruction for various apprenticeship training programs, and
- ❑ performances and special events.

The mission of OCS is to meet the need for continuing education in all sectors of the state's workforce, and to provide Hawai'i residents with the opportunity to better themselves through lifelong learning that is relevant, affordable and convenient. Each Office of Community Services is financially self-supporting (expenses are paid out of revenues generated), responsive to the demands of its diverse clientele, and flexible in its delivery of instruction.

Because of this entrepreneurial orientation, OCS is the fastest growing program area in the Community Colleges, and last year touched the lives of more than 130,000 Hawai'i residents. Instructional programs ranged from contracted skills training for health industry employees to algebra for carpentry apprentices to computer operation and real estate classes for the general public.

Also supported by OCS are the Community Theater at Leeward Community College (a major center for the performing arts on O'ahu) and events like Windward Community College's annual Ho'olaule'a and Taro Festival, as well as visits of performing artists like the renowned Beijing Acrobats.

At right is a table of OCS program areas and selected classes.

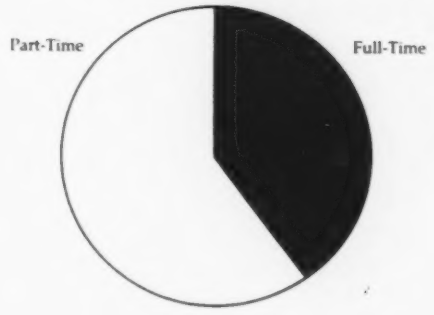
Non-credit Instruction Enrollment FY 1991-92:

Hawai'i	300*
Honolulu	10,578
Kapi'olani	37,365
Kaua'i	7,007
Leeward	33,756
Maui	10,414
Windward	30,624
TOTAL	130,044

* 1991-92 was HCC's first year with an OCS independent of UH-Hilo.

	Hawai'i CC	Honolulu CC	Kapi'olani CC	Kaua'i CC	Leeward CC	Maui CC	Windward CC
Apprenticeship Training	•	•		•		•	
Business	•	•	•	•	•	•	•
Accounting	•	•			•		
Banking	•				•	•	
Computer Operation	•	•	•	•	•	•	•
Importing & Exporting			•				
Japanese Business Practices			•				
Land Use		•					
Personnel & Staff Development		•	•	•	•		
Real Estate		•	•	•	•	•	
Small Business Practices	•	•	•	•	•		
General Programs	•	•	•	•	•	•	•
Basic Academic Skills	•	•	•		•		
English as a Second Language	•	•	•		•		
Family Caregiving			•				
Fine Arts/Handcrafts		•	•	•	•	•	•
Foreign Languages		•	•	•	•	•	•
Hawaiian Culture	•	•	•	•	•	•	•
Health & Fitness		•	•	•			
Japanese Culture			•	•			
Literacy	•				•		
NTE Examination Program			•				
Personal Enrichment	•	•	•	•	•	•	•
Healthcare Industry Training	•	•	•	•	•	•	•
Adult Residential Care-Home			•				
CPR/First Aid		•	•				
Home Health Aide			•	•			
Long-Term-Care Services			•				
Medical Terminology			•				
Nurse Aide			•	•			
Other Healthcare Services	•		•	•			
Respite/Senior Companion			•	•			
Ward Clerk			•				
Performing Arts	•	•	•	•	•	•	•
Special Audiences	•	•	•	•	•	•	•
American Sign Language & Interpreter Ed.			•				
Consumer Education		•					
Elderhostel			•				
International Programs			•	•			
International Student Exchange			•				
Senior Citizens		•	•	•	•	•	•
TraveLearn			•				
Special Events	•	•	•	•	•	•	•
Trades & Technology	•	•	•	•	•	•	•
Agriculture	•					•	•
Auto Mechanics Technology	•	•		•			
Baking		•		•	•		
Building Technology		•					
Carpentry	•	•					
Childcare Training	•	•					
Commercial Driving	•			•	•	•	
Culinary Arts	•		•	•	•	•	
Drafting Technology	•	•					
Electrical Installation & Maintenance	•	•					
Electronics Technology	•	•					
Engineering Technology		•					
Occupational Safety & Health	•	•			•		
Refrigeration & Air Conditioning		•					
Welding Technology	•	•					
Visitor Industry Training	•	•	•	•	•	•	•
Golf Course Turf Management	•				•		•
Housekeeping	•	•	•	•		•	
Interpretation	•		•	•		•	
Landscape Maintenance	•	•		•	•	•	•
Maintenance Trades	•	•		•		•	
Travel Industry Management	•			•		•	

Selected Student Characteristics at the Community Colleges (Fall 1991)

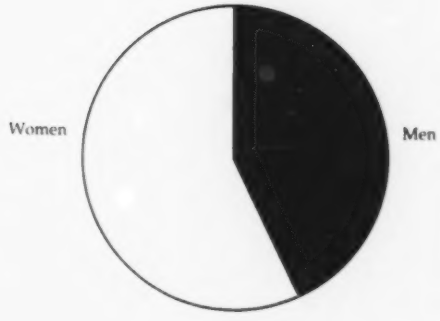


Attendance Status

	#	%
Full-Time	9,956	40
Part-time	14,884	60
No Data	34	<1
TOTAL	24,874	100

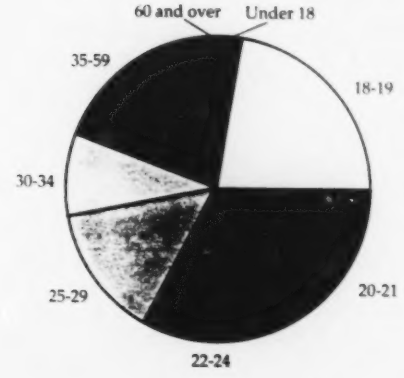
Ethnic Background

	#	%
American Indian/Alaska Native	80	<1
Black	293	1
Caucasian	5,438	22
Chinese	1,480	6
Filipino	4,431	18
Hawaiian/Part Hawaiian	3,209	13
Hispanic	442	2
Japanese	4,848	19
Korean	629	3
Other Asian/Pacific Islander	1,518	6
Mixed Ethnic	2,459	10
No response	47	<1
TOTAL	24,874	100



Gender

	#	%
Women	14,146	57
Men	10,728	43
No data	4	<1
TOTAL	24,874	100



Age

	#	%
Under 18	759	3
18-19	5,550	22
20-21	4,613	19
22-24	3,564	14
25-29	3,393	14
30-34	2,312	9
35-59	4,245	17
60 and over	435	2
No data	3	<1
TOTAL	24,874	100

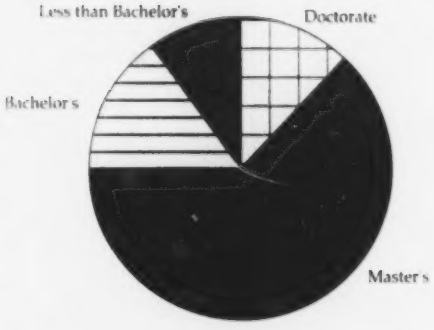
Selected Faculty Characteristics at the Community Colleges (Fall 1991)

Instructional Faculty by Employment Status

	#	%
Full-time	686	58
Part-time	40	3
Lecturers	472	39
TOTAL	1198	100

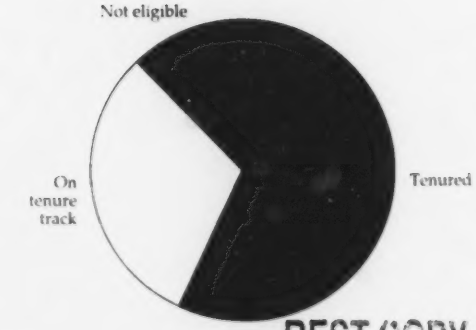
Full-time Faculty by Instructional Area

	#	%
General Education	364	53
Vocational Education	322	47
TOTAL	686	100



Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	81	12
Master's	433	63
Bachelor's	104	15
Less than Bachelor's	68	10
TOTAL	686	100



Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	390	57
On tenure track	215	31
Not eligible	80	12
TOTAL	686	100

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University of Hawai'i Community Colleges

The Campuses

Employment Training Center

The unique mission of the Employment Training Center (ETC) is determined by the needs of the at-risk population in Hawai'i, which often is unable to benefit from traditional educational and social-aid institutions. ETC programs, by preparing non-traditional students to enter the workplace, get more training, or pursue more traditional post-secondary education, help them develop a positive focus in life and surmount multiple barriers to education and employment.

Counselors at the ETC offer vocational assessment and personal counseling, while instructors provide hands-on employment training and basic academic instruction. All this takes place in a supportive and self-paced environment where programs are tailored to the needs of individuals, and occupational training is complemented by instruction in the basic academic skills (reading, math and English). In addition, job search and job placement services help match each student with a compatible employer in the field the student has chosen.

ETC collaborates with its sister campuses and with a variety of public and private agencies to provide alternative educational opportunities for at-risk populations. These partnerships have produced unique programs such as the HCC/ETC Auto Body Repair & Painting Course, which serves not only alienated youth from the DOE, and women seeking careers in non-traditional areas, but also dislocated workers seeking retraining, and others who need training for entry-level jobs. This program maximizes the use of state-of-the-art facilities at Honolulu Community College and brings students onto a college campus who might never have considered post-secondary education; it also allows students to earn both high school (DOE only) and college credits.

Employment Training Center
33 South King Street — Room 308
Honolulu, Hawai'i 96813
- Switchboard/Information: 587-2600

Selected Student Characteristics

FY 1991-92

Enrollment by Program Area	#	%
Programs for at-risk Students		
Auto Body	32	2
Construction Occptns.	43	2
Basic Skills	479	28
ESL/Basic Skills (SSPA)	(45)	
ESL/Basic Skills (Waipahu)	(31)	
ESL/Basic Skills (TLC)	(197)	
Basic Skills for Trades	(188)	
A+ Aide Training	(18)	
Office Technology	424	25
OT full time	(260)	
OT part time	(164)	
Food Service	113	7
Maui Programs	152	9
Project OWL (DOE)	22	1
Job Skills Center (short term)	62	4
Job Search	211	12
Project SMART	191	11
Subtotal	1,729	100
Special Programs		
School Bus Driver Trnng. (DAGS)	(279)	
Motorcycle Safety Ed. (Public)	(1,104)	
Military Occup. Trnng. (Army)	(2,208)	
Subtotal	3,591	
TOTAL (1,729 + 3,591)	5,320	

Ethnic Background	#	%
American Indian/ Alaska Native	13	1
Black	29	2
Caucasian	222	14
Chinese	63	4
Filipino	273	18
Hawaiian/Part Hawaiian	326	21
Hispanic	49	3
Japanese	97	6
Korean	30	2
Other Asian	44	3
Other Pacific Islander	37	2
Samoan	101	7
No response	257	17
TOTAL	1,541	100

Age	#	%
Under 20	293	19
20–25	291	19
26–30	231	15
31–35	201	13
36–40	177	11
41–45	124	8
46–50	75	5
Over 50	111	7
No response	38	2
TOTAL	1,541	100

Educational Status at Entry *	#	%
In Int. or High School	191	12
Didn't Complete H. School	190	12
Completed G.E.D.	118	8
Completed High School	787	51
Degree Beyond H. School	140	9
No Response	115	7
TOTAL	1,541	100

Selected Faculty Characteristics

As of June 30, 1992

Full-time faculty		#
G-funded Faculty	(17)	
Non-G-funded Faculty	(18)	
TOTAL		35
Instructional Faculty	(24)	
Counselors	(7)	
Academic Support Faculty	(4)	
TOTAL		35

Sources of Appropriated State Funds

FY 1991-92

	$	%
General Funds	1,677,123	56
Special Funds	1,025,749	35
Revolving Funds	266,060	9
TOTAL	$2,968,932	100

Hawai'i Community College

Hawai'i Community College (HCC) is the newest member of the community college system, having transferred into the system in July of 1991. Prior to that, HCC was administered as a college within the University of Hawai'i at Hilo (UHH), the university's baccalaureate campus on the island of Hawai'i. HCC is located in Hilo, and still shares a campus with UHH.

The mission of Hawai'i Community College is to offer courses and programs and to support activities that meet the educational, training and community needs of the residents of the entire Big Island. As HCC continues to grow and evolve into a comprehensive community college, student, community and administrative services will be developed that will enable the college to better meet these diverse needs.

Students are the most important part of HCC. At present, they seek training and degrees in 23 different vocational programs that stress practical experience through an active cooperative education program. HCC also takes pride in its liberal arts curriculum, which leads to an associate of arts degree. As for outreach, the college operates degree and certificate programs in Food Service, Hotel Operations, Early Childhood Education, Nursing, and Business through the UHH-West Hawai'i Outreach Education Center in Kealakekua. It has also broadcast courses to Kaua'i Community College and to UHH-West Hawai'i via the Hawai'i Interactive Television System (HITS).

Hawai'i Community College
523 W. Lanikaula St.
Hilo, Hawai'i 96720-4091
Switchboard/Information: 933-3311

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	790	43
Business Education	267	14
Food Services	52	3
Health Services	58	3
Public Services	155	8
Technology	267	14
Unclassified	258	14
TOTAL	1,847	100

Attendance Status

	#	%
Full-time	1,214	66
Part-time	633	34
TOTAL	1,847	100

Gender

	#	%
Women	1,094	59
Men	753	41
TOTAL	1,847	100

Degree Objective

	#	%
Associate in Arts	790	43
Associate in Science	741	40
Certificate	58	3
Non-degree/No data	258	14
TOTAL	1,847	100

Ethnic Background

	#	%
American Indian/ Alaska Native	23	1
Black	6	<1
Caucasian	428	23
Chinese	17	1
Filipino	273	15
Hawaiian/Part Hawaiian	485	26
Hispanic	34	2
Japanese	253	14
Korean	16	1
Other Asian/ Pacific Islander	148	8
Mixed Ethnic	164	9
TOTAL	1,847	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	81	55
Part-time	3	2
Lecturers	63	43
TOTAL	147	100

Full-time Faculty by Instructional Area

	#	%
General Education	28	35
Vocational Education	53	65
TOTAL	81	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	7	9
Master's	46	56
Bachelor's	16	20
Less than Bachelor's	12	15
TOTAL	81	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	50	62
On tenure track	26	32
Not eligible	5	6
TOTAL	81	100

General Funds Appropriation

FY 1991-92*

	$	%
Instruction	3,630,807	88
Public Service	136,608	3
Academic Support	81,320	2
Student Services	181,649	4
Insttnl. Support	90,366	2
TOTAL	$4,120,750	100

*Does not include collective bargaining augmentation

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Honolulu Community College

Honolulu Community College is a modern, urban campus with the warm personal touch of an island college located only a mile from downtown Honolulu. The College offers a strong liberal arts program in addition to the largest number of technical/occupational programs in Hawai'i. These include programs such as commercial baking, cosmetology, refrigeration and air conditioning, and aviation maintenance, which are not offered at other campuses in the state.

There are nearly 5,000 on- and off-campus credit students enrolled in an average semester, including some 500 served at a variety of military bases on O'ahu. The student population comes from throughout the State and the Pacific Basin, and includes students enrolled in apprenticeship programs, the Emeritus College, and a wide array of other non-credit special programs.

Honolulu Community College has cooperative education programs in 25 fields ranging from welding and carpentry to biomedical electronics and occupational safety. Students gain practical experience as a part of their studies by working on campus in places like the bake shop, the auto repair and painting shop, the cosmetology clinic, and the educational media center.

Honolulu Community College
874 Dillingham Boulevard
Honolulu, Hawai'i 96817
Switchboard/Information: 845-9211

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	1,652	37
Business Education	9	<1
Food Services	20	<1
Public Services	593	13
Technology	1,974	44
Unclassified	214	5
TOTAL	4,462	100

Attendance Status

	#	%
Full-time	1,688	38
Part-time	2,771	62
No Data	3	<1
TOTAL	4,462	100

Degree Objective

	#	%
Associate in Arts	1,652	37
Associate in Science	2,583	58
Certificate	13	<1
Non-degree/No data	214	5
TOTAL	4,462	100

Gender

	#	%
Men	2,742	61
Women	1,720	39
TOTAL	4,462	100

Ethnic Background

	#	%
American Indian/ Alaska Native	14	<1
Black	44	1
Caucasian	554	12
Chinese	513	11
Filipino	954	21
Hawaiian/Part Hawaiian	493	11
Hispanic	68	2
Japanese	904	20
Korean	162	4
Other Asian/ Pacific Islander	422	9
Mixed Ethnic	332	7
No response	2	<1
TOTAL	4,462	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	121	56
Part-time	6	2
Lecturers	73	42
TOTAL	200	100

Full-time Faculty by Instructional Area

	#	%
General Education	59	49
Vocational Education	62	51
TOTAL	121	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	15	12
Master's	68	57
Bachelor's	15	12
Less than Bachelor's	23	19
TOTAL	121	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	77	64
On tenure track	37	30
Not eligible	7	6
TOTAL	121	100

General Funds Appropriation

FY 1991-92*

	$	%
Instruction	7,778,980	57
Public Service	1,452,018	11
Academic Support	1,257,833	9
Student Services	997,593	7
Insttnl. Support	2,223,326	16
TOTAL	$13,709,750	100

*Does not include collective bargaining augmentation

Kapi'olani Community College

Kapi'olani Community College provides general higher education opportunities to the East Honolulu area while also serving a statewide need for selected vocational programs. In the Fall of 1991, more than 6,500 students attended the college's beautiful new campus on the slopes of Diamond Head. The campus was designed to complement the surrounding environment, and features an attractive blend of low-rise structures, tree-lined walkways, shaded courtyards, and sweeping views out to the blue Pacific.

Kapi'olani's strength lies not only in its state-of-the-art facilities and attractive campus, but also in the dedication of its faculty and staff, and in the variety and quality of its programs.

KCC is a statewide leader in health services education, providing several levels of nursing training, as well as the only educational programs in Hawai'i for eight allied health professions that include emergency medical services, respiratory therapy, and radiologic technology.

Similarly, KCC's Food Service and Hospitality Education Program is recognized as the most comprehensive of its kind in the Pacific. The national award-winning Legal Assistant Program, the popular Business Administration Program, and a recently updated Office Administration program round out the College's credit offerings.

Kapi'olani also offers an outstanding array of non-credit instructionthat ranges from classes in art, music, ethnic cuisine and personal fitness to customized training for visitor industry and private sector businesses to the largest computer education program in Hawai'i.

Kapi'olani Community College
4303 Diamond Head Road
Honolulu, Hawai'i 96816
Switchboard/Information: 734-9111

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	4,238	65
Business Education	826	13
Food Services	258	4
Health Services	566	9
Public Services	146	2
Unclassified	491	8
No data	1	<1
TOTAL	6,526	100

Attendance Status

	#	%
Full-time	2,458	38
Part-time	4,037	62
No data	31	<1
TOTAL	6,526	100

Degree Objective

	#	%
Associate in Arts	4,238	65
Associate in Science	1,514	23
Certificate	282	4
Non-degree/No data	492	8
TOTAL	6,526	100

Gender

	#	%
Women	4,025	62
Men	2,501	38
TOTAL	6,526	100

Ethnic Background

	#	%
American Indian/ Alaska Native	12	<1
Black	59	1
Caucasian	1,297	20
Chinese	650	10
Filipino	942	14
Hawaiian/Part Hawaiian	565	9
Hispanic	90	1
Japanese	1,602	25
Korean	275	4
Other Asian/ Pacific Islander	455	7
Mixed Ethnic	578	9
No response	1	<1
TOTAL	6,526	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	162	57
Part-time	11	4
Lecturers	112	39
TOTAL	285	100

Full-time Faculty by Instructional Area

	#	%
General Education	71	44
Vocational Education	91	56
TOTAL	162	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	21	13
Master's	102	63
Bachelor's	27	17
Less than Bachelor's	12	7
TOTAL	162	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	68	42
On tenure track	65	41
Not eligible	28	17
TOTAL	162	100

General Funds Appropriation

FY 1991-92*

	$	%
Instruction	9,098,469	62
Public Service	308,385	2
Academic Support	1,768,532	12
Student Services	1,110,041	8
Insttnl. Support	2,393,014	16
TOTAL	$14,678,441	100

*Does not include collective bargaining augmentation

Kaua'i Community College

Kaua'i Community College occupies a beautiful 99-acre campus at Puhi, near Līhu'e. The atmosphere is quiet and conducive to learning. A campus center and a learning resource center are hubs of the campus, with surrounding buildings devoted to the fine arts, natural and social sciences, trades and technology, business education, and nursing.

Student population is about 1,500, and students say the smallness of Kaua'i allows them to use the whole island as a campus. In addition, faculty members supplement classwork and lectures with frequent trips to nearby beaches, historical sites and botanical gardens, and business and government leaders often contribute to instruction by visiting classes to talk about their areas of expertise.

Vocational programs at KCC help fill the need for trained employees in such critical fields as health care. Other strong programs include liberal arts, automotive mechanics, auto body repair, welding, carpentry, and business education, which includes accounting, management, office administration and visitor industry programs.

Kaua'i Community College
3-1901 Kaumuali'i Highway
Līhu'e, Hawai'i 96766
Switchboard/Information: 245-8311

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts and Sciences	449	30
Business Education	249	17
Health Services	77	5
Public Services	17	1
Technology	118	8
Unclassified	586	39
TOTAL	1,496	100

Attendance Status

	#	%
Full-time	485	32
Part-time	1,011	68
TOTAL	1,496	100

Degree Objective

	#	%
Associate in Arts	449	30
Associate in Science	295	20
Certificate	166	11
Non-degree	586	39
TOTAL	1,496	100

Gender

	#	%
Women	887	59
Men	609	41
TOTAL	1,496	100

Ethnic Background

	#	%
American Indian/ Alaska Native	7	<1
Black	5	<1
Caucasian	435	29
Chinese	26	2
Filipino	424	28
Hawaiian/Part Hawaiian	206	14
Hispanic	40	3
Japanese	210	14
Korean	6	<1
Other Asian/ Pacific Islander	33	2
Mixed Ethnic	104	7
TOTAL	1,496	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	64	59
Part-time	5	5
Lecturers	40	36
TOTAL	109	100

Full-time Faculty by Instructional Area

	#	%
General Education	33	52
Vocational Education	31	48
TOTAL	64	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	9	15
Master's	38	59
Bachelor's	11	17
Less than Bachelor's	6	9
TOTAL	64	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	30	47
On tenure track	17	27
Not eligible	17	26
TOTAL	64	100

General Funds Appropriation
FY 1991-92*

	$	%
Instruction	2,751,010	46
Public Service	170,404	3
Academic Support	808,262	13
Student Services	463,791	8
Insttnl. Support	1,819,179	30
TOTAL	$6,012,646	100

*Does not include collective bargaining augmentation

Leeward Community College

Leeward Community College, located between Pearl City and Waipahu on O'ahu, served more than 6,000 students last year through vocational programs and liberal arts courses in 67 different subject fields. The college has always been known for its strong liberal arts and pre-professional transfer programs, and prides itself on reaching out to the community. In addition to traditional instruction during the weekdays on campus, classes are offered on evenings and Saturdays, as well as at LCC Wai'anae and selected military installations and correctional institutions.

Leeward has well-equipped classrooms, labs and shops, a state-of-the-art television production center, an extensive library collection, and a campus center. Special services are available for handicapped and disabled students, and for adults returning to college. Leeward also maintains an excellent advising program to help individuals establish life, career and educational goals, and offers remedial and developmental programs for those who need help with basic learning skills.

Leeward's Office of Community Services has become a leader in literacy tutoring and training programs throughout West O'ahu. A broad spectrum of non-credit classes, workshops, forums and cultural activities are also held regularly on campus. These include performances of music, drama and dance at the LCC Theatre, which is a major cultural center for Leeward O'ahu.

Leeward Community College
96-045 Ala Ike
Pearl City, Hawai'i 96782
Switchboard/Information: 455-0011

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	4,043	64
Business Education	992	16
Food Services	74	1
Public Services	6	<1
Technology	329	5
Unclassified	899	14
TOTAL	6,343	100

Attendance Status

	#	%
Full-time	2,750	43
Part-time	3,593	57
TOTAL	6,343	100

Degree Objective

	#	%
Associate in Arts	4,043	64
Associate in Science	1,146	18
Certificate	255	4
Non-degree/No data	899	14
TOTAL	6,343	100

Gender

	#	%
Women	3,757	59
Men	2,586	41
TOTAL	6,343	100

Ethnic Background

	#	%
American Indian/ Alaska Native	14	<1
Black	146	2
Caucasian	1,208	19
Chinese	133	2
Filipino	1,304	21
Hawaiian/Part Hawaiian	722	11
Hispanic	127	2
Japanese	1,332	21
Korean	133	2
Other Asian/ Pacific Islander	315	5
Mixed Ethnic	893	14
TOTAL	6,343	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	147	56
Part-time	8	3
Lecturers	107	41
TOTAL	262	100

Full-time Faculty by Instructional Area

	#	%
General Education	111	76
Vocational Education	36	24
TOTAL	147	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	20	14
Master's	99	67
Bachelor's	19	13
Less than Bachelor's	9	6
TOTAL	147	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	103	70
On tenure track	34	23
Not eligible	10	7
TOTAL	147	100

General Funds Appropriation

FY 1991-92*

	$	%
Instruction	7,958,872	59
Public Service	227,888	2
Academic Support	1,114,974	8
Student Services	1,395,364	10
Insttnl. Support	2,684,168	20
TOTAL	$13,381,266	100

*Does not include collective bargaining augmentation

Maui Community College

Maui Community College, between Wailuku and Kahului, occupies an open, spacious campus between the ocean and West Maui Mountains. MCC is a comprehensive, community-based, open-door college offering a liberal arts curriculum and technical programs that lead to degrees and certificates. Almost 2,600 students enrolled to study at the campus during the 1991-92 academic year.

Among its 15 technical programs, MCC has an award-winning nursing program, and the only food service program in the state that is accredited by the American Culinary Federation. Also offered are technical programs in agriculture, automotive technology, building maintenance, carpentry, welding, and fashion technology, as well as accounting, business careers, hotel operations, and office administration & technology. Public service programs include administration of justice and human services.

MCC is the only campus in the university system that serves three islands, and it has adopted a number of innovative techniques to meet the educational needs of its widespread clientele. Outreach education centers offer credit and non-credit programs and courses on the islands of Moloka'i and Lāna'i, in the town of Lahaina, and in the isolated community of Hāna. Also, MCC has taken the lead in offering individualized competency-based courses, as well as courses televised on cable TV and over an interactive microwave television system that links all of its sites.

Maui Community College
310 Ka'ahumanu Avenue
Kahului, Hawai'i 96732
Switchboard/Information: 244-9181

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	801	31
Business Education	341	13
Food Services	54	2
Health Services	140	5
Public Services	110	4
Technology	184	7
Unclassified	901	35
No data	58	2
TOTAL	2,589	100

Attendance Status

	#	%
Full-time	792	31
Part-time	1,797	69
TOTAL	2,589	100

Degree Objective

	#	%
Associate in Arts	801	31
Associate in Science	651	25
Certificate	178	7
Non-degree/No data	959	37
TOTAL	2,589	100

Gender

	#	%
Women	1,685	65
Men	904	35
TOTAL	2,589	100

Ethnic Background

	#	%
American Indian/ Alaska Native	7	<1
Black	10	<1
Caucasian	890	34
Chinese	75	3
Filipino	468	18
Hawaiian/Part Hawaiian	453	17
Hispanic	51	2
Japanese	323	12
Korean	20	1
Other Asian/ Pacific Islander	77	3
Mixed Ethnic	173	7
No response	42	2
TOTAL	2,589	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	72	55
Part-time	5	4
Lecturers	54	41
TOTAL	131	100

Full-time Faculty by Instructional Area

	#	%
General Education	32	44
Vocational Education	40	56
TOTAL	72	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	4	6
Master's	50	69
Bachelor's	13	18
Less than Bachelor's	5	7
TOTAL	72	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	39	54
On tenure track	25	35
Not eligible	8	11
TOTAL	72	100

General Funds Appropriation

FY 1991-92*

	$	%
Instruction	4,238,847	57
Public Service	266,625	4
Academic Support	876,721	12
Student Services	530,975	7
Insttnl. Support	1,482,451	20
TOTAL	$7,395,619	100

*Does not include collective bargaining augmentation

Windward Community College

Windward Community College serves residents primarily from Hale'iwa to Waimānalo with a strong liberal arts program and vocational/technical programs in accounting, finance, secretarial science, microcomputer applications, automotive mechanics and agriculture.

Credit courses are offered both days and evenings, and more than 1,600 students attended classes last year in one of the most beautiful settings in Hawai'i. Located at the base of the Ko'olaus above Kāne'ohe town, the college occupies 45 acres of lush greenery. A master plan for new facilities is nearing completion, and will assure that WCC can better meet the needs of future generations of students.

Windward offers many support services, including a nationally recognized learning assistance program and the Windward Transition Program, which provides academic and career counseling and personal support to single parents, displaced homemakers and other adults seeking new directions in their lives or careers.

Cooperative ventures include the Marine Option Program and the Aerospace Lab. The MOP, coordinated with UH Mānoa, promotes awareness of the marine environment and is open to all general education students. The Aerospace Lab is located at Puohala Elementary and is operated in affiliation with the State DOE; it sponsors teacher workshops and serves as a resource center for aerospace and science education.

Windward's Office of Community Services offers a wide selection of non-credit courses and cultural programs, including theatrical performances and the annual Ho'olaule'a, a festival of music and dance that draws thousands of people to the campus.

Windward Community College
45-720 Kea'ahala Road
Kāne'ohe, Hawai'i 96744
Switchboard/Information: 235-0077

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	1,178	73
Business Education	85	5
Technology	48	3
Unclassified	300	19
No data	35	2
TOTAL	1,611	100

Attendance Status

	#	%
Full-time	569	35
Part-time	1,042	65
TOTAL	1,611	100

Degree Objective

	#	%
Associate in Arts	1,178	73
Associate in Science	79	5
Certificate	54	3
Non-degree/No data	300	19
TOTAL	1,611	100

Gender

	#	%
Women	978	61
Men	633	39
TOTAL	1,611	100

Ethnic Background

	#	%
American Indian/ Alaska Native	3	<1
Black	23	1
Caucasian	626	39
Chinese	50	3
Filipino	66	4
Hawaiian/Part Hawaiian	285	18
Hispanic	32	2
Japanese	224	14
Korean	17	1
Other Asian/ Pacific Islander	68	4
Mixed Ethnic	215	13
No response	2	<1
TOTAL	1,611	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	39	61
Part-time	2	3
Lecturers	23	36
TOTAL	64	100

Full-time Faculty by Instructional Area

	#	%
General Education	30	77
Vocational Education	9	23
TOTAL	39	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	5	13
Master's	30	78
Bachelor's	3	7
Less than Bachelor's	1	2
TOTAL	39	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	23	59
On tenure track	11	28
Not eligible	5	13
TOTAL	39	100

General Funds Appropriation

FY 1991-92*

	$	%
Instruction	2,193,208	50
Public Service	140,593	3
Academic Support	680,246	15
Student Services	495,792	11
Insttnl. Support	899,578	20
TOTAL	$4,409,417	100

*Does not include collective bargaining augmentation

Faculty, Staff & Administration

Full-time employees as of October 31, 1991

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